

# Princeville Children's Centre

Willowfield Street, Legrams Lane, Bradford, West Yorkshire, BD7 2AH

<b>Inspection dates</b>	15–16 October 2014
<b>Previous inspection date</b>	Not previously inspected

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not previously inspected	
Access to services by young children and families		Inadequate	4
The quality of practice and services		Inadequate	4
The effectiveness of leadership, governance and management		Inadequate	4

## Summary of key findings for children and families

### This is a centre that is inadequate.

- Leadership, governance and management of the centre are inadequate because they have not been held accountable for the poor performance of the centre over time. The quality of practice and services is inadequate because arrangements for staff supervision and training are not robust and the centre is currently understaffed.
- The newly formed advisory board is not yet effective and the role of the board is not understood by parents. This prevents them from making a meaningful contribution to the ongoing development of services.
- Not enough children and families sustain their contact with the centre. Work to secure the engagement of families identified as those most in need of services by leaders has only just begun.
- The range of services and activities has reduced over time. As a result, the current activity programme is far too limited and not matched to the needs of families. For example, activities to tackle health concerns such as obesity, infant mortality and dental health remain underdeveloped.
- The take-up of funded nursery education for children aged two and three years is too low. Despite improvements in the number of children achieving a good level of development at five-years-old, the lowest-achieving children are not catching up with the rest.
- The centre does not consistently check the difference centre services make to children, parents and families.
- The range, suitability and frequency of adult learning, training and volunteering opportunities are extremely underdeveloped.
- Safeguarding arrangements are not fully embedded. Parents do not always obey mobile phone policies and the family case files are poorly recorded and supervised. This potentially puts vulnerable families at further risk.

### This centre has the following strengths:

- Access to information from the health visitor team ensures new babies in the area and families moving into the community are registered with the centre without delay.
- Parents who use the centre regularly say 'it's a place of safety and support', particularly where they have required help because of domestic violence.

## What does the centre need to do to improve further?

- Improve access to services by:
  - devising strategies to assess need more effectively and break down barriers to access
  - tackling the engagement of harder-to-reach families through accessible outreach provision and a broader range of activities targeted to need
  - increasing the sustained engagement of all children and families especially those identified by the centre as most in need of support
  - increasing the take up of funded education for two- and-three-year-old children.
  
- Improve the quality and impact of services by:
  - developing provision, systematic tracking and opportunities for adult training and volunteering to improve pathways to work experience, qualifications and/or employment
  - developing targeted staff support and training to improve the quality of analysis and records related to family support interventions and the monitoring of action plans designed to move families forward
  - reviewing and implementing revisions to paperwork to ensure that the manager's involvement in decision-making and oversight is clearly recorded on all family case files
  - increasing the range of health-related provision to tackle poor health trends such as obesity, infant mortality and poor dental health
  - embedding a consistent approach to tracking the progress of children in the early years to demonstrate the impact of the centre's early childhood services on narrowing the achievement gap between different groups of children and on children's readiness for school.
  
- Significantly improve the effectiveness of leadership, governance and management by:
  - embedding the newly formed advisory board to ensure all members understand their role and responsibility to hold centre leaders firmly to account for all aspects of the centre's work
  - improving significantly performance management arrangements at all levels including staff supervision and training
  - implementing fully the newly agreed staffing structure to enable sufficient resources to support children's centre improvements
  - reviewing and improving the implementation of all safeguarding policies and procedures including the upkeep of the single central register, to ensure the on-going protection and safety of centre users.

### Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by two of Her Majesty's Inspectors.

The inspectors held meetings with parents, staff, leaders, representatives from the advisory board, the children's centre interim manager, representatives from the local authority and children's centre partners including health and education professionals.

The inspectors visited activities and services such as 'stay and play' sessions and an English for speakers of other languages (ESOL) course. They also visited the 'Talking Twos' early years provision on the site of Princeville Primary School.

They observed the centre's work, completed two joint observations of activities with centre staff and leaders and looked at a range of relevant documentation including family case files.

### Inspection team

Gillian Bishop, Lead inspector

Her Majesty's Inspector

Anita Prykotsch-Jones

Her Majesty's Inspector

## Full report

### Information about the centre

Princeville Children's Centre is a stand-alone centre in West Bradford and is located on the same site as Princeville Primary School and two registered early years provisions. These are Princeville Talking Twos and Princeville Pre-School Association and they are subject to separate inspection arrangements. Inspection reports for these settings can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

A total of 912 children aged from birth to four years live in the reach area. Families living in the children's centre reach area experience significant disadvantage with 90% of children living within the 30% most deprived areas in the country. Of these, 28% live in the lowest 5% most deprived areas in the country. Children enter the Nursery and Reception class within local schools with skills and abilities that are lower than typical for children this age.

The reach population is very transient and culturally diverse with 98% of families from predominantly South East Asian backgrounds and a growing Eastern European population. There are 17 languages used across the population and 28% of adults are known to be out of work. Leaders have identified the children most in need of support as those children newly arrived to England, such as those from an East European background, lone parents living on low income who have children aged two and children living in the most disadvantaged households. In the main, services for children and families are on site and consist of family support, adult education and some health services.

The governance and management of the centre transferred from Princeville Primary School to the local authority Early Childhood Services in April 2014. Leadership, governance and management are provided by the local authority alongside an advisory board.

## Inspection judgements

### Access to services by young children and families

Inadequate

- Most children aged from birth to four years are registered with the children's centre. However, only a minority go on to use the centre a couple of times and even fewer continue to use the centre three times or more. This is particularly so for families expecting children and for families identified by the centre as needing extra support.
- Centre data show that, from time to time, the number of children using centre services improved. This engagement has not been sustained.
- There are many things stopping families from regularly attending the centre. For example, healthy living activities such as 'cook and eat', and entry level adult literacy and sewing classes no longer run. In addition, new provision to attract more families from East European backgrounds, lone parents living on low income with a two-year-old and other families living in the most disadvantaged areas, have yet to be developed.
- Although the new interim manager has swiftly established a plan to develop new activities and services on- and off-site, the centre has yet to make contact with many of its families in order to assess needs and provide targeted support and provision.
- The availability of a crèche enables parents who need it most to attend the nurture group's parenting course, as well as confidence-boosting courses such as the Mehndi course.
- The very large majority of four-year-olds take up their free funded nursery education. However, only 57% of two-year-olds and 72% of three-year-olds access their free entitlement. This means too few children are getting pre-school experience prior to their move to nursery or school.
- The centre confirms that the most vulnerable children, such as those who are looked after or who are subject to child protection plans, are receiving the support and provision they require.

**The quality of practice and services**

Inadequate

- A lack of progress and disruption to staffing has led to a reduced activity timetable for families and a limited capacity to develop new provision.
- Targeted services and those open to everyone are not well matched to need. For example, the delivery of activities such as cake decorating is inappropriate when childhood obesity levels are high and oral health and hygiene are poor.
- The range of health provision is very limited, preventing improvements in relation to obesity and infant mortality.
- Parents are provided with a very poor range of adult education programmes. Those that do run, including ESOL, do not provide certificates or qualifications to aid parents to progress into employment.
- Parents enjoy ESOL classes but do not feel that these are frequent enough to improve their English sufficiently. For example, some parents who have attended these classes for more than three years have not made any progress.
- With the exception of two longstanding volunteers who provide some very good support for families by operating a food bank and supporting ESOL classes, a pathway to volunteering does not exist, preventing more parents from engaging in work experience opportunities.
- The centre is unable to demonstrate the full impact of its work over time because routine evaluations have not been undertaken to demonstrate the difference services make to improving families' lives. For example, the centre does not know the impact of home safety visits on reducing accidents, or how many parents stop smoking after referral to smoking cessation support.
- The quality of family support case files is poor. Records show that some cases are closed with outstanding actions, and case files opened in June 2014 have had no manager oversight. Bradford guidelines on case recordings are breached in at least four separate areas, potentially causing further risk to vulnerable families.
- The centre staff have secured success in relation to the percentage of mothers who continue to breastfeed at six-to-eight weeks. This is higher than the national and district averages.
- The number of children in the early years who achieve a good level of development is improving year on year. Data show that some children accessing the 'Talking Twos' provision make better progress in their development than those who have not accessed centre services.
- However, the achievement gap between children who experience disadvantage in their lives and learning and other children continues to widen. Despite weekly 'stay and play' sessions provided by the centre and the Bradford Under Fives Association, the centre leaders are unable to demonstrate how they improve children's readiness for school because they do not track children's development routinely. Therefore, the centre cannot demonstrate that it is reducing inequalities.
- Care, guidance and support for families accessing services are adequate overall and sometimes good. For example, parents who have received support to flee from domestic violence state, 'I'm more confident. I know I can protect my children now and in the future.'

**The effectiveness of leadership, governance and management**

Inadequate

- The centre has experienced a turbulent past with several changes to day-to-day management and staffing resources. Approximately 50% of the agreed staffing structure has not yet been appointed. As a result leaders are unable to meet agreed priorities and develop new services.
- The centre has made very limited progress in the six years it has been established and it has not been held to account for consistently low levels of engagement by families.
- The local authority, school leaders and the previous advisory board have failed to manage effectively the performance of the centre. Leaders have not used performance management

arrangements with rigour, and have failed to interrogate and challenge the work of the centre or the data compiled and secure evidence of impact for families.

- The current advisory board is very new and not yet embedded. Members do not have knowledge of how well the centre is closing gaps in outcomes for local children and families or reducing inequalities.
- Staff supervision at all levels has not been robust and staff training has not been developed sufficiently to ensure family support workers, in particular, receive the range of training required for their varied role. For example, they have not received early years training but still they are required to promote the key areas of learning with parents.
- The recruitment of an experienced and highly motivated interim manager, albeit in a temporary capacity, has led to a well-targeted development plan. This is firmly focused on tackling underperformance through the use of key performance targets. In addition, clear lines of accountability have been set for the new advisory board.
- Partnerships are beginning to be re-established with local schools and health professionals, alongside new partners such as the Girington Advice Service, broadening support for families and new communities. However, much of this work is very much in its infancy and it is too soon to see any impact.
- Safeguarding arrangements are weak. The single central register used to record vetting checks is not managed robustly, leaving gaps in crucial information. Safeguarding training is focused too heavily on e-learning and is not provided for volunteers. Not all parents value the importance of policies such as no mobile phones in the centre. Professional supervision of case files is not sufficiently rigorous.
- The Common Assessment Framework is used appropriately to assess needs and provide the right services and support. The local family centre is now working alongside the children's centre and provides a link to children's social care in the event a family steps up or down from child-protection plans.
- The quality of available data about the reach area is adequate although improving. This is helping leaders to understand the reach area better and to identify where families live. This is particularly the case for those in key groups such as Slovakian families and lone parents with two-year-old children.
- Parents have too few opportunities to share their views in a meaningful way and influence service development. The parents' forum has not operated for a lengthy period of time and, despite some parental involvement on the advisory board, the work of the board is not promoted well enough.
- The centre has made some sound attempts to be inclusive by providing advice services, translators and literature in some of the local languages. In addition, families with disabled children and children with learning difficulties and behavioural difficulties receive targeted family support and signposting to appropriate services.

**What inspection judgements mean**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

**Children's centre details**

<b>Unique reference number</b>	22425
<b>Local authority</b>	Bradford
<b>Inspection number</b>	452557
<b>Managed by</b>	The local authority

<b>Approximate number of children under five in the reach area</b>	912
<b>Centre leader</b>	Gemma Smith
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	01274 570164
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